

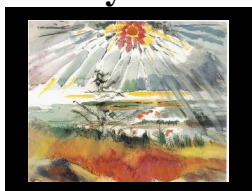
**Donna Wissinger, flute & Joy Myers, piano
Present**

AMERICAN TAPESTRY: Reflections of American Freedom

A Melting Pot of People, Perspectives, and Possibilities

Grades 6-12*

Study Guide



Music: Dynamic rhythms and virtuosic performances of Copland, Mancini, Joplin, Bernstein, Sousa, and Sung that surprise and delight students

Paintings: Masterpieces by Winslow Homer, Robert Henri, Harry Gottlieb, Vincent La Gambina that open students' eyes to new perspectives

Goal of the Program: To engage students in a dialogue of American freedoms that excites their understanding that:

1. We, as Americans, are the authors of our stories.

There are few countries that offer the freedoms Americans enjoy. The composers and painters included in the program comment upon the times in which they lived and demonstrate the energy and possibilities that come from personal choice.

2. Artists use a tool that colors the writing of each of our stories. No matter what discipline, whether science, mathematics, athletics, social sciences or any other in which we engage, **observation** is the primary window of knowledge and learning.



3. Perspectives explored:

History serves to inform the future. From the Declaration of Independence & attitudes and events of 1900-1941 to the 2007 Super Bowl, we can learn from those whose stories are already written, or are being written even as we write our own.

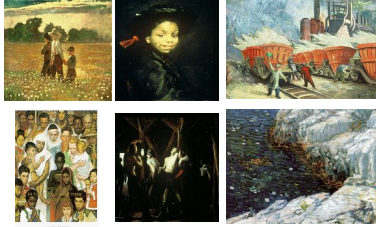
Traits of those who formed America: Tenacious, Adventurous, Resourceful, Talented, Youthful

Past and Current American Values: Equality, Relationship, Compassion

Character of a Nation: Proud, Spiritual

An American Tapestry

Donna Wissinger, Flute Joy Myers, Piano



**Focus: In America Our Life Stories are a Matter of Choice.
OUR Choice.**

**One way to learn how to write our own stories is to take note of how
other's have written theirs.**

T A P E S T R Y

Music, Painting and Dialogue: How the Program Progresses and
Suggested Preparation

1. Our Nation's Stories

Music: Medley *COMPOSER'S HOLIDAY* Lucas Foss/*AMERICA* from *West Side Story*
Slide: Tapestry Title

Dialogue: The program is called American **Tapestry**. A Tapestry is interwoven threads that tell a story. What kinds of people have written our American Tapestry? We as a nation are a melting pot of people, perspectives, and possibilities bound by a commitment to individual freedom. Why art? Artists are people who put together who *they* are with the world around them. They tell a story. The artist's mission is to reflect stories and to remind us of the importance of writing our own. Americans admire stories of people who are **Tenacious and Adventurous**. **Americans admire people who see and seize possibilities.**

Preparation: Who are Americans?

2. The Art of Possibility

Demonstration

A student is invited to the stage to demonstrate expanded possibilities using a peacock feather.

3. Deciding what is important to us

Music: *SIMPLE GIFTS*

Shaker melody arr. Aaron Copland

Painting: *IN THE MOWING*

Winslow Homer



Dialogue:

We invite the principal, teacher or student to play triangle with us to model listening & connection. Shakers were *Proud* that they 'knew' their values and were the first in the nation to practice equality in education. *Simple Gifts*. The Homer painting invites a conversation of values & observation. What do you see? What is important to this painter? Is it important in the writing of your story?

History: Winslow Homer painted his autobiographical *In the Mowing* to comment upon the value of relationship. It was painted in 1874, about the same year as the first telephones of Bell were marketed. *Simple Gifts*, the famous Shaker melody comments upon the gift of finding our place in the world and the responsibility we have of creating space for others to do so as well. **American greatness is based upon the relationship that is formed not because of our blood heritage but because of our belief in individual freedoms.**

Preparation: Discuss the settling of the country and the impact of the influx of immigrants in our early history. Discuss the reasons for the American Revolutionary War. What document set forth the values upon which the leaders wished to form a new nation?

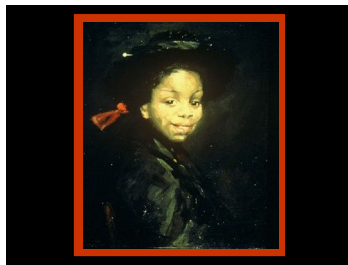
4. Seeing the world as it is and can be

Music: *THE ENTERTAINER SNIPPET & ORANGE AND BLUE RAG*

Joplin and FL composer Stella Sung

Painting: *EVA GREEN*

Robert Henri



Dialogue: Who wrote and Ragtime? Where? Does the form still exist? What is an ashcan painter? What message did the artist wish to convey in this painting? *Equality*.

History: Robert Henri painted Eva Green in 1907. She was a child of the NY ghetto yet he painted her in upper middle class attire. Henri was one of a group of painters called

Ashcan painters who commented upon social perspectives. Ragtime, one of the first truly American genres evolved into genres such as jazz.

Preparation: Discuss the American Civil War and the Civil Rights Movement. Discuss the current social climate relating to equality and racial or gender profiling.

The Orange and Blue Rag by Stella Sung is based upon the U of FL cheer. What landmark was crossed last year at the NFL Super Bowl? When was equality of athletic endeavor given to females?

5. Gathering strength from our differences

Music: *NATIVE AMERICAN FLUTE SONGS*

Painting: *INDIANS ON B'WAY*

John Sloan

Dialogue: Student reader performs with artists. (Texts sent in advance and rehearsal of 10 minutes scheduled prior to the program.) What is civilized? What can be gained from cultural diversity? *Spiritual*

Music: *YANKEE DOODLE* played on a fife

Painting: *TRANSFER AT WILLIAM'S PARK*

Jean Grastorf



Dialogue: What does macaroni mean in the song Yankee Doodle? What did this artist notice? Am I most comfortable with people just like me? What responsibility do I have to uphold the values upon which my country was formed?

History: Yankee Doodle was the theme song of the American Revolution. Macaroni was the decoration on the British officer's uniforms, a symbol of elitism.

Preparation: What has been our nations' policy on cultural integration? What are the current issues facing the nation? What scene could you paint?

Guest appearance: Henry Mancini's pink cat. Audience participation.

6. Legacy (optional)

Music: *FOLK MEDLEY*

America, Home on the Range, Working on the Railroad, Shenandoah, Ashokan Farewell

Painting: *Rise of the Prism or collection of paintings*

Charles Demuth

Dialogue: Did you know any of the songs? What is the value of knowing the spiritual and labor stories of a country?

History: Folk songs are written as commentary of daily life. Often, as with *I've Been Working on the Railroad*, they evolve as they pass from one group of people (African slaves) to another (workers toiling to build the transportation infrastructure).

7. Moving forward

Music: *THREE DANCES*

Stella Sung

Painting: *DIXIE CUPS & COAL MINING DISASTER* Gottlieb and La Gambina

Dialogue: We became world leaders through *Talent and Resourcefulness*. What is needed to write the future? What happens if we do not see the big picture?
(We will, when possible, prepare students to perform machinery mime. This will require 45 minutes rehearsal time. Materials will be provided prior to the residency).

History: La Gambina's Coal Mining Disaster was painted in 1941, the year of Pearl Harbor and conflicts between miners and mine owners.

Preparation: Discuss the recent mining disaster, 911 or Katrina. What decisions led to catastrophic results? Who suffered most? Who responded with compassion?

8. Choices

Music: *AMAZING GRACE*

arr. Howard Tappan

Painting: *DO UNTO OTHERS...*

Norman Rockwell

Dialogue: We *are* a melting pot of people, perspectives, and possibilities. What does this music mean to you? Why should we bother to *think now* about writing our life story?

History: Amazing Grace was written on international waters by a man who saw his life with new eyes and wrote a piece of music that resonates worldwide.

9. Call to action

Music: *STARS AND STRIPES FORVEVER*

John Phillip Sousa

Painting: Landscape

D'Argcangelo

Dialogue: You are the youth living in a *Y*outhful country. The gift of your energy and the rich possibility of your stories are essential in the world.

Your Life Story is a Matter of Choice. YOUR choice.

Sunshine State Standards

MU.C. 1.3 Cultural and Historical Connections

MU.E.1.3 Applications to Life

MU.E.2.3 Relationship of music to world beyond school setting

TH.C.1.3 Cultural and Historical Connections

VA.C.1.3 Cultural and Historical Connections

VA.D.1.3 Aesthetic and Critical Analysis

VA.E.1.3 Applications to Life

We are happy to talk with Teachers about specific goals you may have for the program and can tailor the program to enhance your current curriculum.

FCAT Style Questions

1. Most Americans can claim they are direct descendents of the original English settlers.
True
False
2. In the painting by Winslow Homer, *In the Mowing*, Homer painted
 - a. About the foreigners he met traveling in Europe
 - b. About the value of relationship
 - c. About life in the ghetto
3. What painter did Norman Rockwell greatly admire?
 - a. Norman Rockwell
 - b. Copland
 - c. Picasso
4. What is an Ashcan artist?
 - a. An artist who smokes while painting
 - b. An artist who uses cans for mixing paint
 - c. An artist who painted scenes of the NY ghetto



5. In the painting above by Robert Henri entitled *Eva Green*, Henri is commenting on:
 - a. The financial well being of African Americans in 1907
 - b. The style of painting from Europe that Americans should adopt
 - c. The Human spirit cannot be put into social classes
6. What does macaroni mean in the song Yankee Doodle?
 - a. The British believed the colonists had noodles for brains
 - b. It was the decoration worn by British officers
 - c. It had no meaning; it rhymes with pony

7. Who were the first in America to provide education regardless of race:
 - a. Southern slave owners
 - b. The Shakers
 - c. A group of New York artists

8. Scott Joplin wrote what style of music:
 - a. Ragtime
 - b. Country
 - c. Opera

9. Amazing Grace was written:
 - a. In Italy
 - b. On International waters
 - c. In Florida in 1885

10. What document initiated our right as Americans to write our own stories?
 - a. Declaration of Independence
 - b. Gettysburg Address
 - c. Title IX

Bonus: What is it that bonds us as Americans?